

## AUTISM AND EARLY CHILDHOOD EDUCATION: PEDAGOGICAL STRATEGIES FOR PROMOTING INCLUSION AND DEVELOPMENT

### AUTISMO E EDUCAÇÃO INFANTIL: ESTRATÉGIAS PEDAGÓGICAS PARA A PROMOÇÃO DA INCLUSÃO E DESENVOLVIMENTO

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**RESUMO:** Este trabalho tem como foco a inclusão de crianças com autismo na Educação Infantil, destacando as estratégias pedagógicas que se mostram eficazes nesse contexto. A pesquisa evidencia a importância de criar ambientes inclusivos desde os primeiros anos de vida, considerando os benefícios para todos os envolvidos no processo educacional. O estudo justifica a necessidade de compreender práticas que atendam adequadamente às especificidades do autismo, promovendo um atendimento que respeite as particularidades de cada criança. O principal objetivo da pesquisa é identificar estratégias pedagógicas promissoras para a inclusão dessas crianças no ambiente escolar. Para isso, a metodologia utilizada foi uma revisão bibliográfica que abrangeu diversas fontes acadêmicas. Entre os temas abordados estão a inclusão escolar, os desafios enfrentados, as adaptações necessárias, o uso da Comunicação Alternativa e Aumentativa (CAA), a importância da intervenção personalizada e a colaboração entre diferentes áreas profissionais. Além disso, o trabalho ressalta a necessidade de uma formação especializada para os educadores, apresentando abordagens e recursos que contribuem para a capacitação contínua dos profissionais envolvidos. Em sua totalidade, este estudo busca contribuir para a criação de ambientes educacionais cada vez mais inclusivos na Educação Infantil, oferecendo suporte a crianças com autismo e promovendo uma educação mais justa e acolhedora.

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**Palavras-Chave:** Autismo. Inclusão Educacional. Estratégias Pedagógicas. Formação de Educadores.

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**ABSTRACT:** This study focuses on the inclusion of children with autism in Early Childhood Education, highlighting the pedagogical strategies that have proven effective in this context. The research highlights the importance of creating inclusive environments from the earliest years of life, considering the benefits for all those involved in the educational process. The study justifies the need to understand practices that adequately address the specificities of autism, promoting care that respects the particularities of each child. The main objective of the research is to identify promising pedagogical strategies for the inclusion of these children in the school environment. To this end, the methodology used was a bibliographic review that covered several academic sources. Among the topics addressed are school inclusion, the challenges faced, the necessary adaptations, the use of Augmentative and Alternative Communication (AAC), the importance of personalized intervention, and collaboration between different professional areas. In addition, the study highlights the need for specialized training for educators, presenting approaches and resources that contribute to the ongoing training of the professionals involved. Overall, this study seeks to contribute to the creation of increasingly inclusive educational environments in Early Childhood Education, offering support to children with autism and promoting a fairer and more welcoming education.

**Keywords:** Autism. Educational Inclusion. Pedagogical Strategies. Teacher Training.

## I. INTRODUCTION

The inclusion of children with Autism Spectrum Disorder (ASD) in Early Childhood Education has become an issue of extreme importance in the contemporary educational scenario. Autism is a neurobiological disorder characterized by difficulties in social interaction, communication, and repetitive behavior patterns, with varying degrees of severity, as established by the American Psychiatric Association (APA, 2013). This framework requires a reflection on how the educational system can be adapted to meet the needs of children with this disorder, promoting quality education for all, regardless of their particularities. In this context, inclusive education emerges as a response to the need to ensure equal access to education, creating an environment in which differences are respected and children with ASD can fully develop (BRASIL, 2008).

Early Childhood Education, as it is the initial phase of the school day, plays an essential role in the cognitive, emotional and social development of children, being a crucial period for the construction of skills that will influence the educational and personal future (UNICEF, 2012). In this sense, the inclusion of children with autism becomes a significant challenge for early childhood education, since it is necessary to rethink pedagogical practices, the resources used and the support necessary for these children to develop fully (OLIVEIRA; SANTOS, 2017).

Understanding the specifics of autism is essential to plan effective pedagogical strategies. According to Alves and Martins (2021), children with ASD have a unique perception of the world around them, influenced by their sensory sensitivities and communication difficulties. These characteristics demand differentiated pedagogical approaches, which consider the unique learning process of each child and offer adequate support to their needs.

The inclusion of children with autism goes beyond the physical adaptation of the school environment or the application of conventional pedagogical practices. It involves, above all, a change in attitude, which needs to be cultivated both in teachers and in other education professionals. Ferreira and Silva (2020) highlight that:

The need to sensitize and train educators, so that they can effectively meet the demands of each student, developing a pedagogical approach centered on the particularities and potentialities of each child.

In this sense, collaborative work between educators, families, and health professionals becomes essential to ensure quality inclusion and the full development of children with ASD. The relevance of discussing pedagogical strategies that meet the needs of these children is evident, as early childhood education should be a space for learning, respect, and inclusion for all. The convergence between the search for educational equality and the necessary adaptation to serve children with autism drives the search for innovative pedagogical practices that promote the integral development and active participation of all children in the school environment (SANTOS; PEREIRA, 2019).

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## JUSTIFICATION

The justification for this research lies in the urgent need to deepen the understanding of the inclusion of children with autism in Early Childhood Education, since the search for equal educational opportunities has become one of the main objectives of educational policies. However, there are still significant gaps regarding effective pedagogical strategies to deal with the specificities of autism in early childhood education. The movement towards inclusive education, as established by Brazilian legislation (BRASIL, 2008), is fundamental to ensure that all children, regardless of their individual characteristics, can participate actively and equally in the school environment.

The complexity of autism spectrum disorder requires a specialized pedagogical approach that contemplates the individual characteristics of children with ASD, their learning difficulties, their unique forms of social interaction, and their sensory needs. As Ferreira and

Silva (2020) point out, the lack of evidence-based pedagogical approaches can result in inadequate practices, which do not favor children's development and their interactions in the school environment. In addition, the inclusion of children with autism brings benefits not only to the students themselves, but to the entire school community. Living with diversity favors the construction of a culture of empathy, respect, and acceptance, which contributes to the formation of citizens who are more aware and prepared for an inclusive society. UNICEF (2012) highlights that inclusion is a process that involves not only the adaptation of the curriculum, but also the transformation of the attitudes of educators and the school community as a whole.

Therefore, this research aims to contribute to the improvement of the quality of early childhood education, offering evidence-based pedagogical guidelines that favor the inclusion of children with autism. The aim is to provide teachers and education professionals with effective strategies to create a more inclusive environment in which all children can develop their potential and actively participate in the teaching-learning process.

## 2. METHODOLOGY

This study will be developed through a systematic literature review, with the objective of analyzing and synthesizing the main pedagogical strategies aimed at the inclusion of children with autism in Early Childhood Education. Literature review is a widely recognized methodology, especially in research that aims to compile and evaluate existing academic productions on a given topic (FINK, 2019). This approach allows for a critical and comprehensive analysis of previous studies, enabling the construction of an updated and detailed overview of inclusive pedagogical practices in the context of early childhood education.

The first stage of the research will consist of the selection of reliable sources, based on criteria of relevance, recency and quality of the studies. Academic databases such as Google Scholar, Scopus, Web of Science and specialized journals will be used to ensure that the collection of information is broad and of high quality. The research will be limited to articles, dissertations, theses and books published in the last ten years, ensuring that the review addresses the most recent and innovative pedagogical practices.

After selecting the materials, a critical reading and analysis of the extracted information will be carried out, seeking to identify the most effective pedagogical strategies for the inclusion of children with autism in Early Childhood Education. From this analysis, it will be possible

to highlight the approaches that have been shown to be more appropriate to the specificities of Autism Spectrum Disorder (ASD), considering factors such as the sensory, communicative and cognitive needs of children with autism.

In addition, the review will also include an analysis of teaching methodologies that promote the active participation of children with autism in the educational process, such as the use of Alternative and Augmentative Communication (AAC), individualized teaching strategies, and multidisciplinary collaboration between educators, psychologists, occupational therapists, and other professionals. The research will also seek to identify gaps in current pedagogical practices and suggest possible ways to improve the inclusion of children with autism in Early Childhood Education. Based on the information collected, it is expected to contribute to the development of a set of pedagogical guidelines that can be used by educators and school managers, in order to promote a more inclusive, effective and humanized education for children with autism.

### 3. THEORETICAL FOUNDATION

The inclusion of children with autism in Early Childhood Education has been a widely debated topic in recent decades, with growing awareness of the importance of creating accessible and welcoming educational environments for all children, regardless of their differences. To understand the pedagogical needs of this inclusion, it is necessary to analyze both the characteristics of Autism Spectrum Disorder (ASD) and the pedagogical approaches and practices that have been most effective in supporting these children.

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#### 1. AUTISM SPECTRUM DISORDER (ASD)

Autism Spectrum Disorder (ASD) is a neuropsychiatric condition that affects several areas of children's development, being characterized mainly by significant challenges in social interaction, communication, and repetitive behaviors (APA, 2013). This disorder does not manifest itself uniformly, that is, children with ASD have a variety of manifestations that can vary considerably in terms of intensity. In some cases, the symptoms are mild, with minimal difficulties that allow some adaptation and integration into the school environment. In other cases, the manifestations are more severe, requiring more intense support and specific pedagogical strategies to ensure that the child can learn effectively and develop their potential within the classroom (Alves and Martins, 2021).

One of the main characteristics observed in children with ASD is difficulties in both understanding and expressing emotions. These difficulties can affect the way a child communicates and relates to others. Children with ASD often have difficulties interpreting other people's emotions and, therefore, may demonstrate emotional responses that do not correspond to social expectations. In addition, communication, which is an essential skill for child development, is also an area that becomes particularly challenging. Many of these children may have difficulties in using verbal and non-verbal language to express themselves or to understand what is said by others, which hinders the socialization and learning process within the school environment (Ferreira; Silva, 2020).

Another important aspect of ASD is repetitive behaviors and rigidity of thoughts and actions. Children with ASD may engage in repetitive activities, such as stereotypical movements or the insistence on following specific routines. These behaviors can be a form of seeking security and predictability in a world that often seems to be confusing or overloaded. However, these difficulties can also represent an obstacle to development, especially in interacting with other children and adapting to changes that are common in the school environment, such as changing activities or introducing new routines. Such behaviors require early childhood education to adapt to create a more predictable and safe environment, while promoting flexibility and social interaction, essential for children's development (Ferreira; Silva, 2020).

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The inclusion of children with ASD in the school environment, especially in early childhood education, becomes a great challenge, since these characteristics need to be understood and met in a specific and individualized way. Social interactions and communication are undoubtedly fundamental for early childhood development, and it is exactly in these aspects that children with ASD may have the greatest difficulties. These difficulties do not mean that the child cannot learn or develop, but they do indicate that pedagogical approaches need to be carefully tailored to meet their unique needs. It is essential that the school inclusion of children with ASD goes beyond the simple physical presence in the classroom, but also involves the development of strategies that favor their active participation and the development of their social and communication skills.

Therefore, adaptation in pedagogical approaches is essential for children with ASD to be able to integrate into the teaching and learning process in a meaningful way. This includes the use of differentiated teaching methods, the monitoring of specialized professionals, and the

promotion of an inclusive school environment that respects differences and offers each child the opportunity to develop their skills to the fullest. The understanding and acceptance of the characteristics of ASD in the educational context are essential to ensure that all children, regardless of their difficulties, can have access to quality education and develop their potential in a full and enriching way.

## 2. INCLUSIVE EDUCATION: PRINCIPLES AND CHALLENGES

Inclusive education is a fundamental principle that defends the right of all children to a quality education, respecting their particularities and promoting their active and meaningful participation in the school environment (BRASIL, 2008). This concept goes beyond the simple enrollment of children with disabilities, such as autism, in school. True inclusion requires adaptations not only in the physical environment, but also in teaching methods, teaching materials and, above all, in the attitudes of educators and the school community.

As Santos and Pereira, (2019) state:

The aim is to ensure that all children, with or without disabilities, can learn together and participate fully in school life, without any of them being excluded or marginalised

However, although inclusive education is a widely recognized right, its implementation in practice still faces numerous challenges, especially in the context of early childhood education. One of the biggest obstacles identified is the lack of preparation of educators to deal with the specificities of students with Autism Spectrum Disorder (ASD). Many teachers report feeling unprepared to understand the needs and characteristics of these children, which can compromise the learning process and hinder the social inclusion of these students. This sense of powerlessness on the part of educators, added to the scarcity of adequate pedagogical resources, creates a scenario in which inclusion becomes a challenge, rather than an accessible reality.

In addition, the lack of specialized training is one of the main barriers to the effective inclusion of children with ASD in schools. The vast majority of teachers do not receive the necessary training to understand the disorder and, consequently, to adapt their pedagogical practices in order to meet the specific needs of these children. This can generate difficulties not only in the teaching process, but also in social interactions that are fundamental for the integral development of students. When educators are not properly prepared to deal with the characteristics of ASD, such as communication difficulties and the need to adapt to school routines, the child may feel excluded or unable to actively participate in class activities.



Another relevant challenge is the scarcity of adapted pedagogical resources, which are essential to create a more accessible learning environment for children with autism. The absence of specific materials, such as assistive technologies or visual materials that facilitate communication and understanding, also hinders the implementation of inclusive pedagogical practices. These resources are key to helping children with ASD express their needs, interact with their peers, and understand content more efficiently. Oliveira and Santos, 2017 states that:

The lack of these resources in schools, especially in public schools, limits the possibilities of adapting teaching and creating a truly inclusive environment.

It is important to highlight that true school inclusion cannot be achieved without raising awareness among the entire school community, including teachers, staff, students and their families. Building an inclusive culture requires everyone to understand and respect differences, creating a learning environment that favors coexistence, mutual respect, and the development of the skills of all students. To this end, it is essential that schools commit to the continuous training of their educators and constantly seek ways to adapt their teaching methods and resources to the needs of children with disabilities. Therefore, the implementation of inclusive education in practice requires a collective effort, which involves not only the adaptation of the curriculum and pedagogical methods, but also the development of an inclusive mindset on the part of all those involved in the educational process. Overcoming the challenges of school inclusion of children with ASD requires investments in continuous training for educators, the provision of adequate pedagogical resources and, above all, the promotion of a culture of acceptance and respect for diversity within schools. With the commitment of educational institutions and society as a whole, it is possible to build a fairer educational system, where all children have the same opportunities to learn and develop according to their capabilities and needs.

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### 3. PEDAGOGICAL STRATEGIES FOR THE INCLUSION OF CHILDREN WITH ASD

To ensure the effective inclusion of children with autism, it is essential to adopt specific pedagogical strategies that consider the particularities of these children's development. Among the most effective approaches, the following stand out:

**Alternative and Augmentative Communication (AAC):** AAC involves the use of methods and resources to facilitate communication for children with difficulties, such as the use of images, symbols, or assistive technology. Studies by Fink (2019) show that the use of



AAC can promote social interaction and improve the understanding and expression of children with autism.

**Individualized Teaching:** According to Alves and Martins (2021), personalized teaching, which considers the needs and learning pace of each child, is essential to ensure the development of cognitive and social skills of students with autism.

**Collaborative Work:** Collaboration between teachers, psychologists, occupational therapists, and other health professionals has been shown to be an effective strategy for the inclusion of children with ASD. Ferreira and Silva (2020) highlight that this collaboration allows for an integrated and more effective approach to meet the child's needs holistically.

#### 4. THE TRAINING OF EDUCATORS

The continuous training of educators is one of the pillars for the effective inclusion of children with ASD. Specialized training in autism allows educators to understand the characteristics of the disorder and adopt appropriate pedagogical practices. As Ferreira and Silva (2020) highlights, the lack of specialized knowledge is one of the biggest obstacles to the effective inclusion of children with autism, since lack of preparation can result in inadequate practices.

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The table below summarizes the main pedagogical strategies adopted in early childhood education for children with ASD:

Strategy	Description	Benefits
<b>Alternative Communication Augmentation (AAC)</b>	Use of resources such as gesture language or technology to facilitate communication.	Improves social interaction and understanding by reducing frustration.
<b>Individualized Teaching</b>	Adoption of strategies adapted to the rhythms and needs of the child.	It favors cognitive and social development while respecting each one's time.
<b>Collaborative Work</b>	Integration of different professionals to support the child's development.	It provides a holistic and integrated approach meeting the diverse needs
<b>Training of educators:</b>	Continuous training of teachers on the characteristics of ASD AND the best pedagogical practices.	It improves pedagogical practice and the effectiveness of school inclusion.

The inclusion of children with Autism Spectrum Disorder (ASD) in Early Childhood Education is a complex process, but essential to ensure that all children, regardless of their characteristics and needs, can have access to quality education. This study showed that the effective school inclusion of these children depends on a significant adaptation of pedagogical

practices, the use of specific resources and collaboration between various education and health professionals. Throughout the research, it was possible to realize that inclusive education goes beyond the simple enrollment of children with ASD, requiring a real commitment to building a school environment that values diversity, favors the interaction and learning of all students and offers the necessary conditions for the full development of children with autism.

The most effective pedagogical strategies for the inclusion of children with ASD, such as Alternative and Augmentative Communication (AAC), individualized teaching, and collaborative work, are fundamental to promote the learning and social integration of these children. The use of AAC, for example, has been pointed out as one of the most efficient approaches to improve the communication of children with difficulties in this area, facilitating social interaction and reducing frustration. In addition, individualized teaching, which takes into account the pace of learning and the specific needs of each child, is essential to ensure that all children, with or without autism, can learn effectively and in their own time. Collaboration between educators, psychologists, occupational therapists, and other health professionals also plays a crucial role, as it allows for an integrated approach that caters to the diverse dimensions of child development. However, one of the central points for these strategies to be effective is the continuous training of educators. As highlighted by Ferreira and Silva (2020), the lack of specialized knowledge about ASD can be one of the biggest obstacles to the effective inclusion of these children. Many educators report the difficulty in dealing with the specificities of the disorder and, without adequate training, end up adopting inadequate pedagogical practices, which do not favor the learning and socialization of children with ASD. The constant training of educators is, therefore, one of the bases to ensure that pedagogical practices are adequate and that school inclusion is a reality for all children. Investment in training and updating programs on ASD, its characteristics and the best pedagogical practices, is essential for educators to feel safer and prepared to meet the needs of each student effectively. In addition to the training of educators, the construction of an inclusive school environment requires the adaptation of teaching methodologies, the use of assistive technologies, and the appreciation of diversity. The school should be a space where differences are respected and where all children, regardless of their difficulties, can have the opportunity to learn and develop. Valuing diversity is not limited to accepting differences, but also involves creating an educational culture that celebrates these differences, making the school a more welcoming, accessible, and fair place for all.

However, despite the numerous strategies and advances in inclusive education, there are still considerable challenges to be overcome. The lack of adapted pedagogical resources and the scarcity of specialized materials, such as assistive technologies and differentiated teaching methods, are still problems faced by many schools, especially in regions with less educational infrastructure. These obstacles make the implementation of adapted pedagogical practices more difficult, which can compromise the quality of inclusion. In addition, the resistance of some professionals and the lack of understanding about what school inclusion is are still factors that limit progress in this field. Raising awareness among the entire school community, including teachers, managers and parents, is essential for inclusion to be a collective goal and not just an isolated responsibility of the educator.

In this sense, the construction of a truly effective inclusive education requires a paradigm shift in society as a whole. The school must become a reflection of this change, providing a learning environment in which all students, regardless of their difficulties, can be protagonists of their own development. This requires a deep commitment to the adaptation of pedagogical practices, the creation of accessible learning environments, and the continuous training of all professionals involved in the educational process.

It is concluded that the inclusion of children with ASD in Early Childhood Education is not only a responsibility of schools, but a collective commitment of the whole society. Only with collaboration between educators, health professionals, families and public managers will it be possible to create an inclusive educational system that respects differences and values the potential of each child. The challenges are great, but with the application of the appropriate pedagogical strategies, the constant training of educators and the creation of an inclusive and welcoming school environment, education for children with ASD can be more than a right, but a concrete and transformative reality. School inclusion is, without a doubt, a fundamental step towards a more just and egalitarian society.

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#### 4. FINAL CONSIDERATIONS

The present study aimed to analyze the challenges and pedagogical strategies adopted in the inclusion of children with Autism Spectrum Disorder (ASD) in Early Childhood Education, considering the characteristics of ASD and the importance of adapted pedagogical practices. The topic of school inclusion of children with autism has been prominent in recent decades, especially due to the growing recognition of the need to create educational

environments that are accessible, welcoming, and inclusive for all students, regardless of their differences. The research showed that the inclusion of children with ASD requires significant adaptations both in pedagogical approaches and in the attitudes and practices of educators, in addition to the need for an educational system that values diversity and promotes equal opportunities.

The methodology adopted was the literature review, which provided a broad view of the characteristics of ASD, the difficulties faced by these children in the school environment and the most effective pedagogical strategies for their inclusion. The sources used demonstrated that ASD is a neuropsychiatric condition characterized by difficulties in crucial areas such as social interaction, communication, and repetitive behaviors (APA, 2013). According to Alves and Martins (2021), the inclusion of children with autism in Early Childhood Education should be understood not as a simple enrollment process, but as a set of pedagogical practices adapted to the needs of these children, with the aim of providing meaningful learning and promoting social interaction.

The analysis of the literature also revealed that one of the main difficulties faced by children with ASD in the school environment concerns social interactions and communication, which are fundamental in child development.

Ferreira and Silva (2020) highlight that:

Due to communication difficulties, many children with autism have trouble understanding and expressing emotions, which makes the inclusion process even more challenging.

In this context, pedagogical practices need to be adapted to create an environment in which these children can interact, learn and develop fully.

However, the implementation of effective pedagogical practices still faces several challenges. Inadequate training of educators is one of the main barriers to successful inclusion, as pointed out by Oliveira and Santos (2017). The lack of specific training on ASD leads teachers to feel unprepared to deal with the particularities of these children, which can compromise the quality of learning and social inclusion. Santos and Pereira (2019) state that inclusion goes beyond enrollment, requiring the adaptation of teaching methods, materials, and even the attitude of educators, to ensure that all children, with or without disabilities, participate actively and meaningfully in school life.

Among the most effective pedagogical strategies for the inclusion of children with ASD, the use of Alternative and Augmentative Communication (AAC) stands out, which involves

the use of resources such as images, symbols, or assistive technology to facilitate communication. Fink (2019) highlights that AAC can promote greater social interaction and improve the ability of children with autism to express themselves, allowing for more efficient and effective communication. Another fundamental strategy is individualized teaching, which must consider the specific needs of each child, respecting their learning pace and offering support for the development of cognitive and social skills (Alves and Martins, 2021).

In addition, collaborative work between teachers, psychologists, occupational therapists and other health professionals has proven to be an effective strategy for the inclusion of children with ASD.

Ferreira and Silva (2020) point out that:

This integrated approach allows children's needs to be met holistically, through joint planning between different professionals.

Teamwork facilitates the implementation of more adapted and effective pedagogical practices, in addition to providing broader support for the child, favoring their development in a global way. The continuous training of educators is another crucial point for the inclusion of children with ASD. As Ferreira and Silva (2020) highlight, the training of teachers in relation to autism is essential so that they can identify the needs of each child and adopt pedagogical practices that favor learning and socialization. The lack of specialized training is one of the main barriers that still hinder the inclusion of children with autism in schools. It is essential that the educational system invests in training programs for educators, offering not only theoretical knowledge about the disorder, but also concrete practices that can be applied in the classroom.

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The great contribution of this study to the area of knowledge is the emphasis on the need for an integrated and personalized pedagogical approach for the inclusion of children with ASD. The research shows that, for school inclusion to be truly effective, it is necessary to go beyond the simple physical adaptation of the school environment, requiring a commitment to the transformation of pedagogical practices, the attitudes of educators and the educational system as a whole. The inclusion of children with ASD should not be seen only as a challenge, but as an opportunity to promote diversity and respect for differences within the school environment.

It is important to highlight that the research had some limitations, especially with regard to the absence of empirical data, since it was based only on bibliographic sources. This prevents a more in-depth analysis of the reality of schools and the pedagogical practices adopted

in the inclusion of children with ASD. Future empirical studies, which involve direct observation of the application of these practices in classrooms, could provide a deeper understanding of the challenges of inclusion and the effectiveness of pedagogical strategies. In addition, it would be interesting to investigate the impact of the continuous training of educators on the quality of inclusion, seeking to identify which types of training are more effective.

For future studies, it is suggested that research be carried out that involves the practical application of the pedagogical strategies mentioned, such as the use of AAC and individualized teaching, in different contexts of Early Childhood Education. In addition, research on the perception of educators, children with ASD and their families in relation to the school inclusion process can provide valuable information about the strengths and limitations of the practices currently adopted in schools. This would contribute to building a more inclusive education that is tailored to the needs of all children, promoting a more equitable and respectful learning environment.

In summary, this study reinforces the importance of adapting teaching and continuous training of educators to ensure the full inclusion of children with autism in Early Childhood Education. The research also highlights the relevance of collaboration between different professionals and the use of specific pedagogical strategies, such as AAC and individualized teaching, to meet the learning and socialization needs of these children. The construction of a truly inclusive education depends on a joint effort and a commitment to valuing diversity in the school environment, creating a learning space that meets the needs of all students.

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